

Arizona English Language Proficiency Standards
contribution to the
2010 Arizona English Language Arts Standards/Common Core State Standards



Objectives

- Identify connection between Arizona English Language Proficiency Standards (ELP) and 2010 Arizona English Language Arts Standards/Common Core State Standards (ELA/CCSS).
- Discuss how the ELPS contribute to preparation of ELLs for the mainstream curriculum.

"If we teach today
as we taught yesterday,
we rob our children of
tomorrow."

John Dewey



ENGLISH LANGUAGE PROFICIENCY STANDARDS



English Language Proficiency (ELP) Standards

Listening and Speaking (LS) Domain

The Listening and Speaking Domain contains performance indicators for the following concepts:

- Comprehension of Oral Communications
- Delivery of Oral Communications

Reading (R) Domain

The Reading Domain contains performance indicators for the following concepts:

- Print Concepts
- Phonemic Awareness /Decoding
- Standard Fluency (Stage I does not have this Standard)
- Comprehension of Text



English Language Proficiency (ELP) Standards Continued

Writing (W) Domain

The Writing Domain contains performance indicators for the following concepts:

- Writing Applications
- Standard English Conventions
- Writing Process
- Writing Elements (Stage I does not have this Standard)
- Research (Stage I does not have this Standard)

Language (L) Strand

The Language Strand contains performance indicators for the following concepts:

- Standard English Conventions
- Vocabulary

Time Allocations for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
Standards to Use	Listening & Speaking Domain Language Strand *Vocabulary	Language Strand *Standard English Conventions	Writing Domain	Reading Domain



6 Shifts in English Language Arts	
Shift 1	PK-5 – Balancing Informational and Literary Text (50% informational text – science and social studies emphasis)
Shift 2	6-12 – Building Knowledge in the Disciplines (Content teachers outside ELA emphasize literacy experiences)
Shift 3	Staircase of Complexity (Grade-appropriate complex text and knowing when and how much to scaffold for students)
Shift 4	Text-based Answers (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence)
Shift 5	Writing from Sources (Writing emphasizes use of evidence to inform or make an argument)
Shift 6	Academic Vocabulary (Building students' ability to access complex text)

Common Core Standards expect students to....

discuss and write about what they read.

English Language Arts (ELA/CCSS) Strands

Reading

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF** - Reading Standards: Foundational Skills (K-5)
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (6-12)

Writing

- **W** - Writing Standards
- **WHST** - Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)

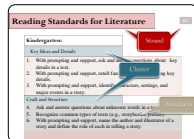
Speaking and Listening

- **SL** - Speaking and Listening Standards

Language

- **L** - Language Standards

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ELA Clusters

College and Career Readiness Anchor Standards

Reading Strand

- **Key Ideas and Details (3)**
- **Craft and Structure (3)**
- **Integration of Knowledge and Ideas (3)**
- **Range of Reading and Level of Text Complexity (1)**

Writing Strand

- **Text Types and Purposes (3)**
- **Production and Distribution of Writing (3)**
- **Research to Build and Present Knowledge (3)**
- **Range of Writing (1)**

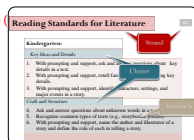
Speaking and Listening Strand

- **Comprehension and Collaboration (3)**
- **Presentation of Knowledge and Ideas (3)**

Language Strand

- **Conventions of Standard English (2)**
- **Knowledge of Language (1)**
- **Vocabulary Acquisition and Use (3)**

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Language Demands

Common Core standards have brought to light the importance of language structures as they relate to literacy.

Hess' Cognitive Rigor Matrix:
Applies Webb's DOK to Bloom's Cognitive
Process Dimensions

Depth + thinking	Level 1 Recall & Reproduction	Level 2 Basic Skills & Concepts	Level 3 Strategic Thinking & Reasoning	Level 4 Extended Thinking
Remember	Recall, locate basic facts, details, events			
Understand	Select appropriate source to use when interested meaning is shared online	Specify, explain relationship - summarize - compare ideas	Explain, generalize, or contrast ideas using supporting details (provide examples...)	Explain how concepts or ideas specifically relate to their context or domain or concepts
Apply	Use language structure (text/puff) or word relationships (synonyms/antonyms) to determine meaning	Use content to identify meaning of information - details and interpret information using text structure	Use content to solve non-routine problem	Use content to solve a novel problem among many
Analyze	Identify whether information is used in a graph table, etc.	Analyze relationship among elements, terms - analyze format - analyze format in text structures	Analyze or interpret author's craft - analyze format - viewpoint, or perspective, or logic to construct a text	Analyze multiple sources or texts Analyze, compare/abstract models
Evaluate			Cite evidence and develop a logical argument for information	Evaluate relevancy, accuracy, and completeness of information
Create	Restatement ideas as topic	Generate information based on observation or prior knowledge	Synthesize or create a new source or text	Synthesize information across multiple sources or texts

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Language Demands – Academic English Language Functions

[illegible]

ELPS: Language Demands Resource Document

ELP READING CONNECTIONS

Reading Connection

ELA/CCSS Reading Strand

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF - Reading Standards: Foundational Skills (K-5)**
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (6-12)

ELA Foundational Skills K-5

Connections between
Reading English Language Proficiency Standards
to
Reading English Language Arts Standards

ELP Concept

Print Concepts (K-12)

Phonemic Awareness/Decoding (K-12)

Fluency (1-12)

ELA/CCSS Cluster

Print Concepts (K and 1st)

Phonological Awareness (K and 1st)
Phonics and Word Recognition (K-5)

Fluency (K-5)

Reading Connection

ELA/CCSS Reading Strand

- **RL - Reading Standards for Literature**
- **RI - Reading Standards for Informational Text**
- **RF - Reading Standards: Foundational Skills (K-5)**
- **RH - Reading Standards for Literacy in History/Social Studies (6-12)**
- **RST- Reading Standards for Literacy in Science and Technical Subjects (6-12)**

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Deliberate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards related to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, novels, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in historical/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and wisely, which are essential to their future success.

Guided Notes: Page 6 Documents Tab: College and Career Anchor Standards

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Look at ELA/CCSS Reading Standard I Anchor

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Connections between the ELP and ELA/CCSS Reading Standard I Kinder to Anchor Progression

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and begin or further develop skills and understandings necessary to pursuing grades

Kindergarten	Grade 1 students	Grade 2 students
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, read literary works, including by students.	2. Read stories, including by details, and demonstrate understanding of their central message or lesson.	2. Read stories, including by details and folktales, from diverse cultures and describe their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of samples of each type.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and how the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, identified by looking at a different scene or event from the character's perspective.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear to justify inferences in a story or illustration (e.g., text).	7. Use illustrations and details in a story to describe its characters, settings, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to kindergarten)	8. (Not applicable to kindergarten)	8. (Not applicable to kindergarten)
9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. A school program of reading activities with purposes and complexity for grades K-5.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with confidence as needed at the high end of the range.

11 | K-5 READING: LITERATURE

ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

Kindergarten ELA/CCSS Reading

K.RL/RI.1 With prompting and support, ask and answer questions about key details in a text.

ELL Stage I : Kindergarten					
Reading					
Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.					
The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Picture/Non-Fiction	PE-3 answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.	E-3 answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.	B-3 answering comprehension questions to respond to text heard or read.	LI-3 using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.	HI-3 using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.
Picture/Non-Fiction	series of given pictures to retell a story or event, with instructional support.	series of given pictures to retell a story or event.	series of given pictures to retell a story or event using key words.	story or event in complete sentences.	story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)

ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard 1

Kindergarten ELA/CCSS Reading

K.R./L.I.1 With prompting and support, ask and answer questions about key details in a text.

Kindergarten ELP Reading

I-R-3:PE-3 answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

I-R-3:E-3 answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

I-R-3:B-3 answering comprehension questions to respond to text heard or read.

I-R-3:LI-3 using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.

I-R-3:HI-3 using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.

Stages II through IV of the ELPS divide the skill of asking and answering questions about key details in text into two performance indicators.



ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

ELA/CCSS Reading

- 1.RL/RI.1 Ask and answer questions about key details in a text.
- 2.RL/RI.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text

ELP Reading

Stage II/ Grades 1-2

II-R-4:B-3 answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

II-R-4:HI-3 locating facts and answering questions about text.

II-R-4:B-4 asking questions (who, what, when, which, where, why) to clarify text with instructional support.

II-R-4:HI-4 asking questions to clarify text.



ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

ELA/CCSS Reading

- 3.RL/RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 4.RL/RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL/RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELP Reading

Stage III/Grades 3-5

III-R-4:HI-3 answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

III-R-4:HI-4 generating who, what, where, when, why, which and how questions to clarify text.



ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

ELA/CCSS Reading

- 6.RL/RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL/RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL/RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELP Reading

Stage IV/Grades 6-8

IV-R-4:HI-4 answering literal, inferential and personal response questions about text.

IV-R-4:HI-5 generating clarifying questions about text.



ELP Performance Indicators Connection with ELA Reading Informational Text Standard 1

ELA/CCSS Reading

9-10.RL/RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11-12.RL/RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELP Reading

Stage V/Grades 9-12

V-R-4:HI-4 answering literal, inferential, prediction, evaluation, and/or personal response questions about text.

V-R-4:HI-5 generating clarifying questions.



Responding to Reading



More than just comprehension

Comprehending sophisticated informational and literary text goes beyond comprehending the stated and implied main ideas/details.

Text Complexity

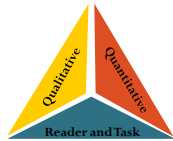
In an effort to teach content, ELLs are often presented with adapted text and not always given access to interact with grade-level text.

Text Complexity

Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.

Text complexity is defined by:

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



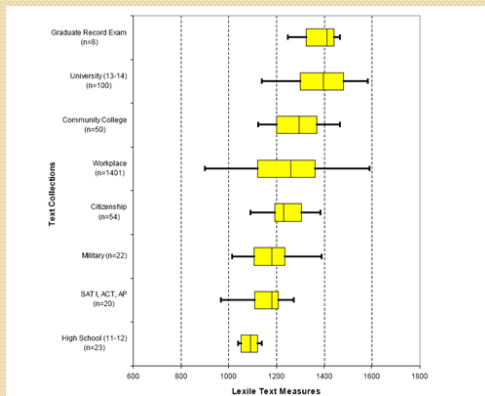
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Qualitative Measures

- Levels of meaning
- Purpose
- Structure of sentences and story
- Literal versus figurative language
- Knowledge demands

Quantitative Measures

- Readability – Text with longer words and longer sentences are more difficult to read.



Text Complexity Grade Bands and Associated Lexile Ranges (Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

Common Core Appendix B:Text Exemplars and Sample Performance Tasks

Appendix B Exemplars

Exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with.

- Stories
- Poetry
- Informational Texts

Appendix B Exemplars

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Erdrich, Louise. <i>The Birchbark House</i>	65
Curtis, Christopher Paul. <i>Bud, Not Buddy</i>	65
Lin, Grace. <i>Where the Mountain Meets the Moon</i>	66

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Informational Texts.....	70
Berger, Melvin. <i>Discovering Mars: The Amazing Story of the Red Planet</i>	70
Carlisle, Madelyn Wood. <i>Let's Investigate Marvelously Meaningful Maps</i>	71
Lauber, Patricia. <i>Hurricanes: Earth's Mightiest Storms</i>	71
Otfinoski, Steve. <i>The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It</i>	71
Wulffson, Don. <i>Toys: Amazing Stories Behind Some Great Inventions</i>	71
Schleichert, Elizabeth. "Good Pet, Bad Pet.".....	71
Kavash, E. Barrie. "Ancient Mound Builders.".....	71
Koscielniak, Bruce. <i>About Time: A First Look at Time and Clocks</i>	71
Banting, Erinn. <i>England the Land</i>	72
Hakim, Joy. <i>A History of US</i>	72
Ruurs, Margriet. <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>	72
Simon, Seymour. <i>Horses</i>	73

Implications for the SEI Classroom

ELLs may not be able to read and comprehend grade-level text independently, but they still need access to it.

Whether it is read aloud to them or sentences are taken from the grade-level text and used in SEI methodologies (Syntax Surgery).

As you review the charts below, consider the implications for reading and writing instruction at your site(s).

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain and Inform	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

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ELP WRITING CONNECTIONS

Writing Connections

Connections between
Writing English Language Proficiency Standards
to
Writing English Language Arts Standards

ELP Concept

Writing Applications

Standard English Conventions

Writing Process

Writing Elements

Research

ELA Cluster

Text Types and Purposes

Production and Distribution of Writing

Range of Writing

Research

Writing Connection Activity

- Look at the ELP Writing Standards that apply to the grade level you teach
- Look at the *ELP and ELA/CCSS Writing Standard I* document
- Locate the Performance Indicator that supports ELA/CCSS Writing Standard I

ELP LISTENING AND SPEAKING CONNECTIONS

Workers and learners of the 21st Century increasingly depend on their ability to participate effectively in a wide range of conversations, both highly structured and minimally organized, with diverse collaborators and audiences.

Listening and Speaking Connections

Connections between
Listening and Speaking English Language Proficiency
Standards
to
Speaking and Listening English Language Arts Standards

ELP Concept	ELA Cluster
Comprehension of Oral Communications	Comprehension and Collaboration
Delivery of Oral Communications	Presentation of Knowledge and Ideas

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and **participate effectively in a range of conversations** and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English language learners need structured opportunities to use the new academic vocabulary EVERY DAY.

Students will not develop a powerful expressive academic vocabulary just from listening to a discussion. They develop it by really being taught and by being put in situations where they have to use the words.

[PDF] [Teaching Academic Vocabulary, Kate Kinsella - RESOURCE](http://www.scoe.org/docs/ah/AH_kinsella2.pdf)
www.scoe.org/docs/ah/AH_kinsella2.pdf

 **ELP LANGUAGE CONNECTIONS**

Language Connections

Connections between
Language Strand English Language Proficiency
Standards
to
Language Strand English Language Arts Standards

ELP Concept

Grammar

Vocabulary

ELA Cluster

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Grammar as the Foundation

Listening Speaking Reading Writing

Grammar



Grammar

- The Language Strand, in the ELP Standards, identifies the necessary grammar skills to explicitly teach English language learners.
- The Language Strand in the ELA Standards focus on the application of using these language skills.

Teach Vocabulary Directly

“Specific, subject-matter knowledge over a broad range of domains is the key to language comprehension--and as a result, to a broad ability to learn new things, ...[which is]... the cornerstone of competence and adaptability in the modern world (American Educator, Winter 2009-2010, p. 8).

Tiered words

- Common Core Appendix A
 - Tiered 1
 - Tiered 2
 - Tiered 3

FINAL THOUGHTS

Correlation Guide

Demonstrates how the ELP Standards contribute to the skill sets required in the 2010 Arizona ELA Standards/CCSS.

Located on the OELAS ELP Standards Page
<http://www.azed.gov/english-language-learners/elps/>

Correlation Guide

English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage II Reading		
Reading	Standard 2: The student will identify and summarize the main ideas of the English language and describe details, using knowledge of phonics, vocabulary, and word parts.	
	RI.1: applying knowledge of phonics to words in context	1.01.1-2.0
	RI.2: reading high frequency words	4.01.1-4.01.3
	RI.3: reading comprehension	4.02.1-4.02.3
	RI.4: using word order (syntax)	4.03.1-4.03.2
Writing		
Writing	Standard 3: The student will read with fluency and accuracy.	1.02.1-1.02.4
	Standard 4: The student will analyze text for organization, development, and response to other students' work.	4.01.1-4.01.4
Fluency/Production	Standard 5: The student will analyze text for organization, development, and response to other students' work.	4.01.1-4.01.4
	RI.1: comparing and contrasting texts with similar themes	1.01.1-1.01.4
	RI.2: generating and comparing predictions about text for accuracy	1.02.1-1.02.4
	RI.3: answering literal (i.e., "what," "who," "when," "where," "what," "why," "which" and "how") and inferential questions about text	1.03.1-1.03.4
	RI.4: generating oral, written, or visual responses to text	1.04.1-1.04.4
	RI.5: reading a story or text with a beginning, middle, and end using transition words and complete sentences	1.05.1-1.05.4
	RI.6: making connections to text (i.e., text-to-text, text-to-self, and text-to-world)	1.06.1-1.06.4
	RI.7: summarizing the main idea and supporting details from text using appropriate sentence structure	1.07.1-1.07.4
	RI.8: comparing and contrasting texts with similar themes	1.08.1-1.08.4
	RI.9: generating and comparing predictions about text for accuracy	1.09.1-1.09.4

In Conclusion

There is a purposeful overlap of skills between the ELP Standards and the 2010 Arizona ELA/CCSS Standards.

By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (CCSS) in the mainstream classroom, after reclassification.

Questions

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